



**ARIZONA STATE SENATE**  
*Fifty-Third Legislature, First Regular Session*

**AMENDED**  
FACT SHEET FOR S.B. 1209

~~technical correction; health services; fees~~  
~~(NOW: universities; students; financial incentives)~~  
~~(NOW: teacher; principal; evaluation instrument)~~

As passed the Senate, S.B. 1209 requires each state university to offer financial incentives to highly achieving out-of-state high school students and to disseminate information concerning the financial incentives.

The House of Representatives adopted a strike everything amendment that does the following:

Purpose

Modifies the model framework for teacher and principal evaluations.

Background

Statute directs the State Board of Education (SBE) to adopt a model framework for teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between 33 and 50 percent of the evaluation outcomes. Teachers and principals are placed into one of four performance classifications based on the evaluations: 1) highly effective; 2) effective; 3) developing; and 4) ineffective ([A.R.S. § 15-203](#)).

Based on the model framework adopted by SBE, school districts establish a system for the evaluation of the performance of certificated teachers that results in at least one evaluation each school year and adopt a definition of inadequacy of classroom performance that aligns with the statutory performance classifications ([A.R.S. § 15-537](#)). Teachers who meet the school's definition of inadequacy of classroom performance may be dismissed or non-renewed after following the procedures outlined in statute ([A.R.S. § 15-536](#)).

School districts and charter schools receive monies from the Classroom Site Fund, which is comprised of certain additional earnings from the State Land Trust and proceeds from the 0.6 cent sales tax established by Proposition 301 after all other distributions are made. Schools are required to allocate the monies as follows: 1) 40 percent to teacher compensation based on performance and employment-related expenses; 2) 40 percent to base salary teacher compensation; and 3) 20 percent to maintenance and operations ([A.R.S. § 15-977](#)).

There is no anticipated fiscal impact to the state General Fund associated with this legislation.

Provisions

***Model Framework for Teacher and Principal Evaluation***

1. Decreases, from between 33 and 50 percent to between 20 and 40 percent, the degree to which quantitative data on student academic progress accounts for the outcomes of teacher and principal evaluations in the model framework.
2. Requires the quantitative on student academic progress to be valid and reliable and directly attributable to the teacher being evaluated.
3. Requires the model framework for teacher and principal evaluation to include teacher observations that account for between 60 and 80 percent and that include performance components by observing the classroom environment, instructional practices, professional responsibilities and planning and preparation of the teacher.
4. Directs the teacher observation portion of the evaluation to be informed by the use of artifacts of quantitative student academic progress.
5. Allows students who were not enrolled with a school for a full academic year to be excluded from the academic progress data.
6. States quantitative data from the statewide assessment is not required to be included as part of the evaluation for teachers who instruct in content areas tested by the statewide assessment.
7. Prohibits quantitative data from the statewide assessment from being included in the evaluation of teachers who do not instruct in areas tested by the statewide assessment.
8. Directs school districts and charter schools that choose to include quantitative data from the statewide assessment as part of the evaluation framework to ensure social studies, English language arts, mathematics and science teachers collaborate to improve student academic progress on the statewide assessment.
9. Allows school districts and charter schools to determine the portion of the quantitative data on student academic progress that is associated with the statewide assessment and requires this portion to include multiple measures of student academic progress.
10. Defines *student academic progress* as measurements of a student's learning of grade-level content standards that include the amount of academic growth that the student demonstrates and the student's overall academic proficiency.
11. States the measurements include the following:
  - a) state-administered assessments;
  - b) valid and reliable classroom level data;
  - c) local education agency-administered benchmark assessments; and
  - d) formative or summative assessments.

12. States *student academic progress* does not exclude other quantitative data and metrics that are available to evaluate a student's academic progress.

***Classroom Site Fund***

13. Requires the employment-related expenses that are currently eligible to be funded by the 40 percent Classroom Site Fund allocation, to be directly attributable to the increased compensation based on performance.
14. Removes the ability for school districts to modify the statutory elements of the performance based compensation system.
15. Allows a school district to include, in addition to school district, school and teacher performance, at least four statutory elements in its performance based compensation system, rather than requiring school districts to include all ten.
16. Directs assessment plans for performance based compensation systems be made available on ADE's website rather than included in a report submitted by school districts to ADE.
17. Defines *employment-related expenses* as expenses for which the school district or charter school is responsible as an employer that include only contributions for the Federal Insurance Contributions Act, retirement contributions, health insurance, unemployment compensation and workers' compensation insurance.

***Miscellaneous***

18. Makes technical and conforming changes.
19. Becomes effective on the general effective date.

Amendments Adopted by the House of Representatives

- Adopted a strike-everything amendment related to teacher and principal evaluations.

House Action

|                      |         |        |         |
|----------------------|---------|--------|---------|
| ED                   | 3/20/17 | DPA/SE | 9-1-1-0 |
| 3 <sup>rd</sup> Read | 5/10/17 |        | 52-2-6  |

Prepared by Senate Research  
May 10, 2017  
CB/jn